

Crest Memorial School Curriculum and Pacing Guide	
Grade: 7th	Subject Area: Visual Art
Adoption Date:	Revision Date: February 16, 2024

Mission and Vision Statements
<p>Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p>Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines (dance, music, theatre, visual arts, and media arts) as a mechanism for:</p> <ul style="list-style-type: none"> <li>• Performing, presenting, or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;</li> <li>• Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;</li> <li>• Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and</li> <li>• Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.</li> </ul>

Integration of Technology
<p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p> <p>9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</p>

21st Century Skills
<p>9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.</p> <p>9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.</p>

## Career Education

9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. Employee benefits can influence your employment choices.

## Interdisciplinary Connection

2.1.8.PB.1: Analyze how individuals and groups contribute to the prevention and control of health issues in the community.

6.3.8.CivicsPI.1: Explain how citizens can participate in civic life and engage in public policy discussions.

## Accommodations and Modifications

### Special Education

- follow 504/IEP accommodations
- create visual examples
- highlight and define important vocabulary
- ask yes/no questions
- rephrase directions

### English Language Learners

- create visual examples
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for the use of pictures
- create a word map

### Students At-Risk of Failure

- Allow verbalization before writing
- Use audio materials when necessary
- Read tests aloud
- Restate, reword, clarify directions
- Re-teach concepts using small groups
- Provide educational “breaks” as necessary
- Chunking content into “digestible bites”
- Shorten assignments to focus on mastery concept
- Assignment, Project, and Assessment Modification Based on Individual Student Needs

### Gifted and Talented

- Student Choice
- Assignment, Project, and Assessment Modification Based on Individual Student Needs

Students with 504 Plans	<ul style="list-style-type: none"> <li>● Allow verbalization before writing</li> <li>● Use audio materials when necessary</li> <li>● Read tests aloud</li> <li>● Restate, reword, clarify directions</li> <li>● Re-teach concepts using small groups</li> <li>● Provide educational “breaks” as necessary</li> <li>● Chunking content into “digestible bites”</li> <li>● Shorten assignments to focus on mastery concept</li> <li>● Use mnemonic devices</li> </ul>
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Assessments	
Formative	<ul style="list-style-type: none"> <li>● Lesson quick checks (Exit tickets)</li> <li>● Teacher Observation</li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Oral place presentation</li> <li>● End of unit rubric</li> </ul>
Benchmark	<ul style="list-style-type: none"> <li>● End of unit rubric</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>● Performance Tasks</li> <li>● Projects</li> </ul>

Pacing Guide	
Book Cover Design	Number of days 5
Color Schemes	Number of days 22
Pop Art Candy/Grid Drawing	Number of days 16
Keith Haring	Number of days 30
Crest Health and Wellness Project	Number of Days 15

## Unit Learning Goals

- Students will use visual art techniques to convey an important message that represents identity and personal connection

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"><li>• Color Wheel</li><li>• Visual Aides/Examples</li></ul>	<ul style="list-style-type: none"><li>• Colored pencils</li><li>• Sketchbooks</li><li>• Markers</li><li>• Rulers</li></ul>

Daily Targets-Book Cover Design	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"><li>• Day 1: Design a book cover that expresses a visual message</li></ul>	1.5.8.Cr2c, 1.5.8.Re7a	<ul style="list-style-type: none"><li>• Choose an inspirational quote and use it as a guide to express how it influences you visually.</li></ul>
<ul style="list-style-type: none"><li>• Day 2: Design a book cover that expresses a visual message</li></ul>	1.5.8.Cr2c, 1.5.8.Re7a	<ul style="list-style-type: none"><li>• Using a font write the quote</li><li>• Include images that represent the quote</li><li>• Use quality craftsmanship and various art materials</li></ul>
<ul style="list-style-type: none"><li>• Day 3: Design a book cover that expresses a visual message</li></ul>	1.5.8.Cr2c, 1.5.8.Re7a	<ul style="list-style-type: none"><li>• Using a font write the quote</li><li>• Include images that represent the quote</li><li>• Use quality craftsmanship and various art materials</li></ul>
<ul style="list-style-type: none"><li>• Day 4: Design a book cover that expresses a visual message</li></ul>	1.5.8.Cr2c, 1.5.8.Re7a	<ul style="list-style-type: none"><li>• Using a font write the quote</li><li>• Include images that represent the quote</li><li>• Use quality craftsmanship and various art materials</li></ul>
<ul style="list-style-type: none"><li>• Day 5: Use the rubric to evaluate the design</li></ul>	1.5.8.Re8a	<ul style="list-style-type: none"><li>• Evaluate the book cover design</li></ul>

Inclusive concepts
Students are encouraged to research and incorporate cultural aspects into their artwork

Unit Learning Goals
<ul style="list-style-type: none"> <li>• Students will grasp the basic principles of color theory, including the color wheel, primary, secondary, and tertiary colors, and the relationships between them.</li> <li>• Students will recognize and understand various color relationships and schemes, such as complementary, analogous, split-complementary, triadic, tetrad, and monochromatic.</li> <li>• Students will apply their understanding of color schemes to create cohesive and visually appealing artwork.</li> </ul>

Core Instructional Materials	Supplemental Materials
Color Wheel Visual Aides/Examples	<ul style="list-style-type: none"> <li>• watercolor paint</li> <li>• markers</li> <li>• colored pencils</li> <li>• construction paper</li> <li>• rulers/tracers</li> </ul>

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>• Day 1: Understand how to use the Color Wheel to create a color scheme.</li> </ul>	1.5.8.Cr2a 1.5.8.Re8a	<ul style="list-style-type: none"> <li>• Introduce 6 new color schemes that are on the Color Wheel</li> <li>• Lecture, questions, and answers</li> </ul>
<ul style="list-style-type: none"> <li>• Day 2-11: Understand how to use the Color Wheel as a tool in creating a color scheme</li> </ul>	1.5.8.Cr2a	<ul style="list-style-type: none"> <li>• Create a Slideshow demonstrating knowledge of color schemes in fine artwork.</li> <li>• 🟡 7th grade Art color scheme</li> </ul>
<ul style="list-style-type: none"> <li>• Day 12-22: Create a color scheme poster displaying the color scheme</li> </ul>	1.5.8.Cr2a	<ul style="list-style-type: none"> <li>• Use colored pencil and marker to color in the color scheme poster</li> </ul>

Inclusive concepts

Teach students about the cultural meanings and symbolism associated with different colors in various cultures.  
Encourage students to use color schemes that reflect inclusivity and diversity.

### Unit Learning Goals

- Students will develop an understanding of the Pop Art movement, including its history, key artists, and defining characteristics.
- Students will recognize and understand the specific techniques and stylistic elements used in Pop Art.
- Students will learn and apply grid drawing techniques to create accurate and proportionate representations of Pop Art images.

### Core Instructional Materials

- Chromebook
- Rubric

### Supplemental Materials

- Slideshow presentation
- Griding website

### Daily Targets

### NJSLS Performance Expectations

### Instructional Activities

Day 1: Students will explore the history of Pop Art and its influence on contemporary culture, as well as its origins and key figures.

2.1.8.History1a  
2.2.8.Ae1a

Slideshow presentation and teacher lecture introducing the Pop Art movement. Include key artists (e.g., Andy Warhol, Roy Lichtenstein), major themes, and techniques.  
Students will take notes in their sketchbook

Day 2: Students will select an image that they will use in their Pop art grid drawing

1.1.8.Cr2a

Using a griding website, upload the image and apply the grid  
Print image for use in drawing

Day 3-5: Students will draw their images using a pencil

1.1.8.Cr2a

Students will use the grid drawing technique to transfer the image onto their drawing surface.

Day 6-14: Students will add color to their artwork using permanent markers

1.1.8.Cr2a

Students will then complete the artwork using Pop Art techniques such as bold colors and repetition using permanent markers

Day 15-16: Students will connect the concept of Pop Art to their own experiences by participating in a discussion analyzing the techniques used in specific Pop Art examples.	3.1.8.Cn10a 1.2.8.Pr4a	Students will critique and discuss how their Pop Art pieces communicate ideas and emotions through color and composition. Each student will complete a rubric of their own artwork and the artwork of their partner

Inclusive concepts
Encourage students to reflect on their own cultural backgrounds and personal experiences in their artwork. Allow students to express their individual perspectives and creativity in their Pop Art projects.

<b>Unit Learning Goals</b>
<ul style="list-style-type: none"> <li>● Students will understand the artistic style and thematic content of Keith Haring’s work, including his use of bold lines, bright colors, and social commentary.</li> <li>● Students will learn about the purpose and impact of public service announcements in raising awareness about social issues and promoting community well-being.</li> <li>● Students will incorporate artistic techniques inspired by Haring’s work, such as line drawing and color blocking, to create impactful PSAs.</li> <li>● Students will develop critical thinking skills by analyzing how Haring’s art effectively communicates messages and applying similar strategies to their own PSA creations.</li> </ul>

<b>Core Instructional Materials</b>	<b>Supplemental Materials</b>
<ul style="list-style-type: none"> <li>● Slideshow presentation</li> <li>● Rubric</li> <li>● PSA website</li> </ul>	<ul style="list-style-type: none"> <li>● Markers</li> <li>● Construction paper</li> <li>● Sketchbooks</li> <li>● Shrink paper</li> <li>● Button pins</li> </ul>

<b>Daily Targets</b>	<b>NJSLS Performance Expectations</b>	<b>Instructional Activities</b>
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Day 1-2: Students will be introduced to Keith Haring	2.1.8.History1a 2.2.8.Ae1a	Slideshow presentation presenting an overview of Keith Haring's life, art style, and social activism. Including a visual slideshow of his artwork and his impact on public art and social issues. Students will take notes and participate in discussion <ul style="list-style-type: none"> <li>📄 Keith Haring - Copy.ppt</li> <li><a href="https://drive.google.com/drive/u/0/search?q=keith%20haring">https://drive.google.com/drive/u/0/search?q=keith%20haring</a></li> <li>📖 Keith Haring Quiz</li> </ul>
Day 3-7: Students will choose an original Haring Artwork and recreate it, becoming familiar with his drawing style	1.1.8.Cr2a	Choose an image and redraw it applying the grid technique learned previously. <ul style="list-style-type: none"> <li>📖 Keith Haring Images</li> </ul>
Day 8-11: Students will design and color image	1.1.8.Cr1a	Add color and designs to the drawing
Day 12-14: Students will be introduced to the concept of PSA's and they will research the definition as well as specific PSA's	1.2.8.Pr4a 3.1.8.Cn10a	Use the website and worksheet to learn about PSAs and choose one that resonates strongly with the student's identity <ul style="list-style-type: none"> <li>📖 PSA 7th grade planning worksheet</li> </ul>
Day 15-18: Students will draw sketches to represent their PSA using Keith Haring's drawing style	1.1.8.Cr1a	Create 3 drawings displaying the chosen topic of the PSA
Day 19-20: Students will create a final original artwork displaying their PSA including a hashtag to support their message	1.1.8.Cr1a	Complete a final drawing of the original design in full color
Day 21-24: Students will use their final drawing to create 5 pins to pass out to their peers	1.1.8.Cr1a 1.2.8.Pr5a	Create 5 copies of the one final image on shrink paper and make them into pins
Day 25-27: Students will write a letter to Keith Haring explaining their project and their process	3.2.8.Cn11a 1.1.8.Cr3a	<ul style="list-style-type: none"> <li>📄 Outline for Keith Haring RAFT</li> <li>📖 Keith Haring Elements Quiz</li> </ul>
Day 28-30: Students will color a Keith Haring worksheet with various small images that can be used as a reference when drawing their	1.1.8.Cr1a	Color and add line designs to the worksheet



PSA		
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Inclusive concepts
<p>Emphasize the importance of personal expression and how each individual's perspective adds value to a broader conversation about social issues.</p> <p>Students will appreciate the diversity of perspectives and experiences that inform art and public service announcements, fostering a more inclusive and empathetic learning environment.</p>

<b>Unit Learning Goals</b>
<p>Students will develop a comprehensive understanding of wellness, including physical, mental, and emotional aspects.</p> <p>Students will explore and experiment with different artistic mediums and techniques to effectively express themes related to wellness.</p>

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>Contest rules/requirements worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Watercolor paint</li> <li>Watercolor paper</li> <li>markers</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>Day 1: Introduce the Wildwood Crest Mayor's Wellness Campaign Annual Art Contest</li> </ul>	1.5.8.Cr2c, 1.5.8.Re7a	<ul style="list-style-type: none"> <li>Review contest requirements and objectives</li> <li>Begin planning for the creation of a final artwork</li> </ul>
<ul style="list-style-type: none"> <li>Day 2-20: Create a unique artwork displaying the ideals listed in the contest requirements</li> </ul>	1.5.8.Cr2c, 1.5.8.Re7a	<ul style="list-style-type: none"> <li>Create artwork</li> <li>Include the specific contest requirements</li> <li>Use quality craftsmanship and various art materials</li> </ul>

Inclusive concepts

Allow students to express their own interpretations of wellness in a way that is meaningful to them.  
Foster a collaborative environment where students can learn from and support each other.